

**Texas Education Agency
Standard Application System (SAS)**

**2018–2020 Pathways in Technology Early College High School (P-TECH) and
Industry Cluster Innovative Academies (ICIA) Success**

Program authority:	GAA, Article III, Rider 67, 85 th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	February 23, 2018, to June 15, 2020	
Application deadline:	5:00 p.m. Central Time, January 9, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Heidi Flynn: PTECH@tea.texas.gov ; (512) 463-9242	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Laredo Independent School District	240901	Dr. Leonides G. Cigarroa High School	
Vendor ID #	ESC Region #		
	01		
Mailing address	City	State	ZIP Code
2600 Zacatecas Ave.	Laredo	TX	78040-4951
Primary Contact			
First name	M.I.	Last name	Title
Rogelio		Garcia	Director for CTE
Telephone #	Email address		FAX #
956-273-1861	roggarcia@laredoisd.org		
Secondary Contact			
First name	M.I.	Last name	Title
Scott		Roberts	Grant Writer/Research Analyst
Telephone #	Email address		FAX #
956-273-1268	sroberts@laredoisd.org		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Sylvia	M.I. G.	Last name Rios	Title Superintendent of Schools
Telephone # 956-273-1401	Email address sgrios@laredoisd.org		FAX #

Signature (blue ink preferred)

Date signed


Only the legally responsible party may sign this application.

12-22-17

701-18-101-001

Schedule #1—General Information

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100) – State Funds	See Important Note For Competitive Grants*	<input type="checkbox"/>
7	Payroll Costs (6100) – Federal Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – State Funds		<input type="checkbox"/>
8	Professional and Contracted Services (6200) – Federal Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) – State Funds		<input type="checkbox"/>
9	Supplies and Materials (6300) – Federal Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – State Funds		<input type="checkbox"/>
10	Other Operating Costs (6400) – Federal Funds		<input type="checkbox"/>
11	Capital Outlay (6600) – State Funds		<input type="checkbox"/>
11	Capital Outlay (6600) – Federal Funds		<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	Crosswalk Template	The Crosswalk Template outlines current program/course of study for students.
2	Work Based Education Matrix Template	The Work Based Education Matrix Template details the appropriate work based education experiences for students at each grade level.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will work with the TEA chosen assistance provider as outlined in this RFA.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate which grant you are applying for:

☐ P-TECH ☐ ICIA ☒ Both

Laredo, Texas is linked geographically/culturally with Mexico, located in the nation's most remote and rural Mexican border regions (Webb County) and is positioned over 150 miles from the nearest urban area where our students live in one of the ten poorest counties in the state. **Laredo Independent School District (Laredo ISD)** is an inner city K-12 district in the heart of Webb County, Texas serving over 24,166 students from severely impoverished homes (94.3% economically disadvantaged), impacted by Spanish as their first language (59.6% ELL), and (73.5% At-Risk) according to the 2016-2016 Texas Academic Performance Report. As the 2011 census poverty data indicates, 12,323 or 56.69% of children are from families with incomes below poverty line. 93.82% of children receive free/reduced lunch at **Laredo ISD** high need schools. Based on this data there is a strong need to provide students with **Pathways in Technology Early College High Schools (P-TECH)** and **Industry Cluster Innovation Academies (ICIA)** Success along with the resources to provide robust access to technologies, labor markets, career information, and innovative practices in industry clusters of high-growth, high-demand and high-wage occupations that are key to aligning current practices to the **P-TECH** and **ICIA** Blueprint.

In a comprehensive effort to improve and achieve foundational elements necessary for the development of career and technical education courses or programs in high-growth, high-demand and high-wage occupations **Laredo ISD Sabas Perez School for Engineering** has opted to implement and develop strategies to target high-growth, high-demand, high-wage and emerging occupations creating **Pathways in Technology Early College High Schools (P-TECH)** and **Industry Cluster Innovation Academies (ICIA)** that are critical to not the state, regional, and local economies, but also student academic success by providing opportunities to receive industry credentials and associate degrees. The **Pathways in Technology Early College High Schools (P-TECH)** and **Industry Cluster Innovation Academies (ICIA)** strategy is aligned to the marketable skills as identified in our areas high-demand occupations, Texas Accountability Intervention System (TAIS), state standards, district goals, instructional pedagogies, school improvement initiatives, program-specific provisions, assurances, program and statutory requirements. In addition, the **Sabas Perez School for Engineering** Leadership Team has identified accelerated achievement and creating Career and Technical Education Career Pathways and Industry Clusters as critical to the state, regional, and local economies as key elements to impacting and creating an organizational culture that is open, collaborative, and supportive of inspiring young minds to achieve their educational and career goals.

Although, **Laredo ISD** is still struggling with academic and college readiness indicators, the last three years have brought greater gains in student achievement and has provided additional opportunities for the addition of multiple career pathways creating a seamless transition to high-demand occupations and higher education opportunities. Despite inherent obstacles that face our border community, **Laredo ISD** has long sought opportunities that increase student preparedness to become career and college ready by addressing both current and future local and regional workforce needs. Our educators are passionate and have a strong desire to helping our students to become college and career ready while supporting them in their completion of certificates and degrees. Key partnerships with Laredo Community College is used to provide opportunities for our students to obtain dual credit, advanced placement (AP), certification, and degrees in high-demand occupations in key local and regional industry clusters. Increasing teacher effectiveness in industry standards and expanding teacher capacity and incorporating resources to achieve higher student expectations have also been a key part of our core strategy using resources allocated and applying targeted funding to address specific rigorous, transparent, and equitable **industry clusters**.

Sabas Perez School for Engineering program recently incorporated the Texas Early College High School Blueprint Benchmarks into the **Industry Clusters** that are critical to the state, regional, and local economies with our key partnerships with the local Texas Workforce Development Board and has executed an MOU with Laredo Community College that will provide a curriculum offering opportunities for more rigorous and accelerated courses in both dual-credit courses, preparatory/college readiness, graduation credited courses, advanced placement (AP) courses, and career/technical education courses, certifications and associate degrees in key state, regional, and industry career clusters that models the **Pathways in Technology Early College High Schools (P-TECH)** and **Industry Cluster Innovation Academies (ICIA)**.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Highlights from the Sabas Perez School for Engineering strategic implementation of Pathways in Technology Early College High Schools (P-TECH) and Industry Cluster Innovative Academies (ICIA) Success that have been identified as planned strategies include:

- **Improvements in Local, Regional, and State Partnerships:** primarily through partnerships with Laredo Community College, Texas A&M International University, industry leaders and local stakeholders along with the local Texas Workforce Development Board have analyzed local workforce needs and coordinated with these partners to promote postsecondary success strengthening our partnerships in work based education programs. Additionally, the establishment of these public/private partnerships have increased student opportunities for work-based learning such as: paid internships, apprenticeships, and mentorships and concentrated workforce needs in technology, manufacturing, finances, construction, nursing, engineering, and many other high demand **Industry Clusters**. Additionally, **Sabas Perez School for Engineering** has begun initiating conversations with Laredo Community College regarding an Early College High School Academy allowing for students that aligns to this funding opportunity.
- **Data-driven Decision Making:** by enrolling and preparing students for occupations in areas that offer high wages, high skills, and are in high demand that are critical to the state, regional, and local economies based on local regional, and state workforce and industry cluster data. Using quality data to identify and implement an instructional vision that is research-based, vertically aligned establishes and strengthens community partnerships with **Industry Clusters** as well as aligning with district and college academic standards. The data collected will assess the effect of the implementation on student growth, teacher effectiveness, and allow for continuous program improvement and sustainability.
- **Fostering and Strengthening Innovation:** addressing subpopulations, college and career readiness, school culture, and school climate through a flexible identification and promotion of practices and strategies for promising **Pathways in Technology Early College High Schools (P-TECH) and Industry Cluster Innovative Academies (ICIA)** that prepare students for nontraditional fields.
- **Improvement of Instructional and Work Based Educational Opportunities:** increasing the total number of workforce, industry certifications, and college degrees of high-quality value earned through an increased focus on student support services that leads to increased attendance and academic performance.
- **Advanced (P-TECH) and (ICIA) Development, Implementation, Adoption, and Promotion:** increasing pre-advanced placement course offerings to include dual-enrollment courses, advanced placement (AP) courses, and career/college readiness courses at every grade level serving students grades 9-12 by increasing the total number of career pathways aligned to the Texas in-demand occupations or industries as demonstrated with the current Memorandum of Understanding (**MOU**) between Laredo Community College providing dual-credit, certification programs, and degree programs in work based education opportunities.

During the Implementation, the **Sabas Perez School for Engineering** School Leadership Team will use this funding opportunity to: (a) Supplement current funding by increasing the level of services providing opportunities for students to obtain dual credit, advanced placement (AP) courses, certification, and degrees in high-demand occupations; (b) Increasing teacher effectiveness in industry standards and expanding teacher capacity and incorporating resources to achieve higher student expectations; (c) Promote continuous use of data to innovate and expand **Industry Clusters** and develop individualized student instruction along with rigorous and accelerated courses in both dual-credit courses, preparatory/college readiness, graduation credited, advanced placement (AP) courses, certifications, and bridge secondary and postsecondary degree opportunities; (d) Increase learning time and flexible scheduling that compliment the development and implementation of **(P-TECH) and (ICIA)** in high-growth, high-demand, high-wage occupations providing industry exposure to students through real world practicums in the identified **Industry Clusters**; (e) Provide ongoing operational flexibility and sustained support that integrates technology-based supports/interventions as an integral part of the **(P-TECH) and (ICIA)**; and (f) Provide additional support to teachers that implement effective strategies supporting students with disabilities in the least restrictive environment and ensures limited English proficient students acquire language skills to master academic content.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 240901 Amendment # (for amendments only):

Program authority: GAA, Article III, Rider 67, 85th Texas Legislature and TEC 29.551-29.556 (P-TECH); GAA, Article III, Rider 49, TEC 29.908, and WIOA §17.278 and §17.258 (ICIA)

Grant period: February 23, 2018, to June 15, 2020

Fund code: 429 (State), 289 (Federal)

Budget Summary

Schedule #	Title	Class/ Object Code	State Funds (36%)			Federal Funds (64%)			Match
			Program Cost	Admin Cost	Total Budgeted Cost	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #7	Payroll Costs (6100)	6100	\$15,430	\$	\$15,430	\$	\$	\$	\$3,086
Schedule #8	Professional and Contracted Services (6200)	6200	\$5,000	\$	\$5,000	\$	\$	\$	\$1,000
Schedule #9	Supplies and Materials (6300)	6300	\$25,500	\$	\$25,500	\$164	\$	\$164	\$5,133
Schedule #10	Other Operating Costs (6400)	6400	\$5,000	\$	\$5,000	\$	\$	\$	\$1,000
Schedule #11	Capital Outlay (6600)	6600	\$38,785	\$	\$38,785	\$149,094	\$	\$149,094	\$29,819
Total direct costs:			\$89,715	\$	\$89,715	\$149,258	\$	\$	\$
Federal Rate 10.302 and State at 4.151% indirect costs (see note):			N/A	\$3,885	\$3,885	N/A	\$17,142	\$17,142	\$4,205
Grand total of budgeted costs (add all entries in each column):			\$89,715	\$3,885	\$93,600	\$149,258	\$17,142	\$166,400	\$44,243

Administrative Cost Calculation

	State Funds	Federal Funds
Enter the total grant amount requested:	\$93,600.00	\$166,400.00
Percentage limit on administrative costs established for the program (10%):	x .10	x .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	\$9,360.00	\$16,640.00

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the boxes with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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RFA #701-18-101; SAS #272-18

2018–2020 P-TECH and ICIA Success

Schedule #7—Payroll Costs (6100) – State Funds					
County-district number or vendor ID: 240901			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (State Funds)	Match
Academic/Instructional					
1	Teacher			\$	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator			\$	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk			\$	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker			\$	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
15	Title			\$	\$
16	Title			\$	\$
17	Title			\$	\$
18	Subtotal employee costs:			\$	\$
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay		\$	\$
20	6119	Professional staff extra-duty pay		\$15,430	\$3,086
21	6121	Support staff extra-duty pay		\$	\$
22	6140	Employee benefits		\$	\$
23	61XX	Tuition remission (IHEs only)		\$	\$
24	Subtotal substitute, extra-duty, benefits costs			\$15,430	\$3,086
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$15,430	\$3,086

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #7—Payroll Costs (6100) – Federal Funds				
County-district number or vendor ID: 240901		Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted (Federal Funds)	Match
Program Management and Administration				
1 Project director			\$	\$
2 Project coordinator			\$	\$
3 Support Staff directly working on the program			\$	\$
Other Employee Positions				
4 Title			\$	\$
5 Title			\$	\$
6 Title			\$	\$
7	Grand total:		\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200) – State Funds

County-district number or vendor ID: 240901

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted (State Funds)	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1	Advanced Certification Courses for Industry Cluster Certifications in Construction Trades: HVAC, Plumbing, Electrical, Carpentry, Welding, ETC. Covers Dual-Credit, AP, and capstone coursework.	\$5,000	\$1,000
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
b. Subtotal of professional and contracted services:		\$5,000	\$1,000
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$5,000	\$1,000

Schedule #8—Professional and Contracted Services (6200) – Federal Funds**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted (Federal Funds)	Match
6269	Rental or lease of buildings, space in buildings, or land	\$	\$
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300) – State Funds			
County-District Number or Vendor ID: 240901		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted (State Funds)	Match
6300	Total supplies and materials that do not require specific approval:	\$25,500	\$5,100
Grand total:		\$25,500	\$5,100

Schedule #9—Supplies and Materials (6300) –Federal Funds			
Supplies and Materials Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted (Federal Funds)	Match
63XX	Technology not capitalized	\$	\$
	Specify purpose:		
Subtotal supplies and materials requiring specific approval:		\$	\$
6300	Total non-consumable supplies and materials that do not require specific approval:	\$164	\$33
Grand total:		\$164	\$33

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400) – State Funds			
County-District Number or Vendor ID: 240901		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted (State Funds)	Match
6412/6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$	\$
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$5,000	\$1,000
Grand total:		\$5,000	\$1,000

Schedule #10—Other Operating Costs (6400) – Federal Funds			
Expense Item Description		Grant Amount Budgeted (Federal Funds)	Match
6413	Stipends for non-employees other than those included in 6419	\$	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$	\$
Subtotal other operating costs requiring specific approval:		\$	\$
	Remaining 6400—Other operating costs that do not require specific approval:	\$	\$
Grand total:		\$	\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600) – State Funds					
County-District Number or Vendor ID: 240901			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (State Funds)	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	Solar PV Trouble Shooting Learning System	1	\$31,525	\$31,525	\$6,305
20	Solar PV Array Station	1	\$7,260	\$7,260	\$1,452
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$38,785	\$7,757

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600) – Federal Funds					
County-District Number or Vendor ID: 240901			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted (Federal Funds)	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	2-ton air handler and condenser units	8	\$1,688	\$13,504	\$2,701
20	Basic refrigerator trainer	2	\$13,650	\$27,300	\$5,460
21	Single phase compressor control board	4	\$7,625	\$30,500	\$6,100
22	AC / DC Electrical Learning System Recommended table 82-610 Mobile Technology Workstation	1	\$6,150	\$6,150	\$1,230
23	Alternative Energy Learning System - Wind and Solar	1	\$19,760	\$19,760	\$3,952
24	Solar PV Installation Learning System	1	\$19,340	\$19,340	\$3,868
25	Radial Arm Saw	1	\$3,900	\$3,900	\$780
26	Table Saw	1	\$3,000	\$3,000	\$600
27	Planer	1	\$3,000	\$3,000	\$600
28	Snake Compact Camera System	1	\$6,425	\$6,425	\$1,285
29	Arc Welder	3	\$3,225	\$9,675	\$1,935
30	Mig Welder	4	\$1,635	\$6,540	\$1,308
Grand total:				\$149,094	\$29,819

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Implement structures and processes to solicit feedback and monitor the (P-TECH) and (ICIA) models progress on an on-going basis	1.	Initiatives and decisions on research-based scientifically relevant data impacting high-growth, high-demand and high-wage occupations.
		2.	Activities for continuous improvement to ensure each Critical Success Factor milestone is met and are part of a value-added evaluation process.
		3.	The milestones for each CSF are tied to a continuous feedback and improvement for (P-TECH) and (ICIA) models connected to labor market demand, responsive to employer need, and targeted toward work-based education and employment.
2.	Identify and correct program deficiencies to ensure continual improvement	1.	Compile and disaggregate data by implementing evaluation strategies such as using the Performance Effectiveness Report to identify and correct deficiencies.
		2.	Descriptive information on proposed versus actual (P-TECH) and (ICIA) models implementation.
		3.	Evaluating and Identifying additional program needs to ensure continual improvement.
3.	Increase the number of teachers receiving advanced training and certification	1.	Identify and implement teacher advanced training and certification
		2.	Work with community/business partners to create a on-site certification programs targeting Industry Clusters and receiving designation as a Texas Success Initiative (TSI) testing site.
		3.	Increases in the number of teachers with advanced training and certification.
4.	Identify and implement additional available certification, dual-credit, AP and degree course work	1.	Increases in the number of students obtaining additional advanced certification, dual-credit, AP, or degree credits.
		2.	Increases in enrollment in dual-enrollment, AP, Certifications, and CTE Courses.
		3.	Building stronger community partnerships offering additional certification courses and increases in student participation in grades 9-12.
5.	Identify and implement increased mentorships/internships/externships with this business community	1.	Increases in the number of students obtaining additional advanced certification, dual-credit, AP, or degree credits.
		2.	Increases in enrollment in dual-enrollment, AP, Certifications, and degree courses.
		3.	Building stronger community partnerships offering additional certification courses and increases in student and business partner work-based education participation.
6.	Increase the amount of wrap around services	1.	Increase initiatives for student mentoring, internships, externships opportunities through business partnerships
		2.	Increase flexibility in student scheduling allowing for increased time for education or work-based educational opportunities
		3.	Build capacity through work-based educational opportunities resulting in priority status for students interviewing with participating employers
7.	Evaluate school design, recruitment and retention, partnership agreement, and work-based education strategies for effectiveness	1.	Build capacity for (P-TECH) and (ICIA) models through monthly Sabas Perez School For Engineering Leadership Team to examine current business partnership written agreements, MOU's, and Industry Clusters ensuring adequate program supports and funding exists to sustain work-based education participation.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Statutory Requirement 1: Describe the current P-TECH or ICIA (or similar program) school structure. Describe how the school currently meets criteria for open enrollment. In addition, complete the data chart for students who are currently in the P-TECH or ICIA program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **Sabas Perez School for Engineering** is a Science, Technology, Engineering, and Mathematics (STEM) magnet school program founded in 2005 housed as part of Dr. Leonides G. Cigarroa High School and is designed to provide an intensive curriculum to persuade students to pursue careers in the engineering and technology industries. The **Sabas Perez School for Engineering** is a school-within-a-school model that provides a seamless transition between middle school, high school, college, and the workforce by closing the gaps that inherently effect student academic performance, college and career readiness, and future employment opportunities.

The **Sabas Perez School for Engineering** currently meets criteria for open enrollment for students attending all Laredo ISD high schools and/or entering into high school from middle school through the completion of a simple one page application in order to avoid creating barriers for student enrollment. Each spring semester the **Sabas Perez School for Engineering** teachers and staff engage in recruitment activities at each of the middle school campuses for eighth and ninth graders considering attending the magnet program.

Since its beginning, the **Sabas Perez School for Engineering** has offers standard college, advanced academic courses, and specialized training in Engineering and Technology including robotics and is uniquely designed to help students understand the concepts and skills associated with the Engineering and Technology and to increase students' awareness of high-growth, high-demand and high-wage occupations. The **Sabas Perez School for Engineering Leadership Team** has identified the urgent need for systemic change that will build organizational capacity and create greater operational flexibility and opportunities for sustained strategies to target (P-TECH) and (ICIA).

The **Sabas Perez School for Engineering** provides advanced technology, simulation, and training tools that are uniquely relevant to help students understand the concepts and skills associated with high-growth, high-demand high-wage and emerging occupations in **Industry Clusters** and seeks to increase student awareness of related careers through the opportunity to take dual credit and articulated courses to obtain an industry certification or associate degree.

Currently the **Sabas Perez School for Engineering** has an articulated MOU with Laredo Community College that establishes the foundation cross-walk to achieve industry certification as indicated in the attached **Crosswalk Template** that demonstrates a program of study with a sequence of courses that incorporate a nonduplicative progression of secondary and postsecondary elements including academic and career and technical content. These programs of study include opportunities to earn college credit (dual credit) in high school, an industry-recognized credential or certificate at the secondary/postsecondary level and an associates or baccalaureate degree. In addition, the data table below illustrates the student demographics that are currently enrolled at the **Sabas Perez School for Engineering**.

Grade Level	# Students in Program*	Program % At-Risk (Defined by PEIMS)	Program % LEP	Program % ESL	Program % SPED	Program % Eco Dis	Program % First Generation College Goers
9 th	124	72	58	49	5	96	81
10 th	134	58	30	27	9	94	88
11 th	150	53	24	21	5	94	86
12 th	78	56	21	11	4	90	95

*if program does not currently include students from the grade level, write n/a in each column.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Statutory Requirement 2: Describe one program/course of study that you offer to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Sabas Perez School for Engineering since its inception has offered one program/course of study in the **Principles of Manufacturing, Precision Metal Manufacturing I, Precision Metal Manufacturing II, and Metal Fabrication and Machining I** that are dual credit articulated courses with Laredo Community College leading to a welding certification. being South Texas has had a huge demand for welders due to the Eagle Ford Shale Oil Production in recent years has increased the local and regional demand for skilled welders that correlate with Occupation SOC code **Welders, Cutters, Solderers, and Brazers (47-2152), and Structural Iron and Steel Workers (47-2220), HVAC (49-9021), and Construction Trades (47-1011)**, high-growth, high-demand high-wage and emerging occupations in **Industry Clusters**. The Sabas Perez School for Engineering Leadership Team based its initiatives and decisions using Labor Market and Career Information on high-growth, high-demand, high-wage and emerging occupations identified by the Local Workforce Development Board as a Board Area Target Occupation List.

Statutory Requirement 3: Describe how you allow participating students to complete high school and receive the required diplomas, certifications, and work-based education experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The table below illustrates the dual-credit courses as well as articulated courses that include the articulated courses for dual-credit and certification programs that enable our students to get personal training and experience from the expert instructors and allows for our students to receive their certifications prior to high school graduation and credits toward their associate degree as well as work-based educational experiences. Students also receive technical dual credit while obtaining their certifications.

High School Course	College Credit	Certification
Principles of Manufacturing (Articulated)	WLDG 1425 Intro to Oxy-Fuel Welding & Cutting	Welding Certificate
Precision Metal Manufacturing I (Articulated)	WLDG 1428 Intro to SMAW	Welding Certificate
Precision Metal Manufacturing II	WLDG 1407 Intro Welding using Multiple Processes	Welding Certificate
Metal Fabrication and Machining I	WLDG 1417 Intro to Layout and Fabrication	Welding Certificate

The Sabas Perez School for Engineering Curriculum alignment is both vertical and horizontal and is systemized throughout the targeted **Industry Cluster** pathways. This **(P-TECH)** and **(ICIA)** development strategy is aligned to the marketable skills identified in high-growth, high-demand, high-wage and emerging occupations, Texas Accountability Intervention System (TAIS), state standards, district goals, instructional pedagogies, school improvement initiatives, program-specific provisions, assurances, program and statutory requirements.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Statutory Requirement 4: Describe how you provide students with flexible class scheduling and academic mentoring. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **Sabas Perez School for Engineering** designed flexible class scheduling and academic mentoring to improve student outcomes by providing more real world and cutting edge educational/technical opportunities through internships, externships, and work-based educational experiences allowing student to engage in opportunities to either focus on campus, at the college campus, on-line courses, simulation courses, and work-based educational experiences via flexible class scheduling and academic mentoring. Many of our teachers are also instructors for the certifications and degree programs at Laredo Community College that enhances the academic mentoring of our students being they are interacting with the same instructor or group of instructors on and off campus. Additionally, the **Sabas Perez School for Engineering** teachers are involved in teacher externship programs provided by the South Texas Workforce Commission as part of their program to enhance the instructional pedagogies of our instructor by engaging them in work-based educational experiences and inherently making them better academic mentors for our students through active engagement strategies.

Statutory Requirement 5: Describe how you provide the program at no cost to students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All of the **Sabas Perez School for Engineering** courses are at no cost to our students as **Laredo ISD** leverages funding sources and program funding that supplement and not supplant state mandates, rules or activities previously conducted with state and local funds. State Compensatory, Title I, and Local Funds will are used in conjunction with funding such as with this program to maximize the use of funds through fund coordination and resources in order to ensure cost effectiveness. By leveraging funding sources we increase capacity and sustainability for our program initiatives. The district central office administration also identifies how other resources (federal, state, local, and private) funds will be utilized to coordinate services to support and sustain the program so that our students receive a no cost scientifically-based well rounded academic and non-academic experience through our Career and Technical Education program offerings. Our articulated courses with Laredo Community College are negotiated and offer no cost tuition, books, testing, and certification fee waivers or reduced cost to the district under the MOU. Transportation for students is covered under the program offerings by **Laredo ISD**.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Statutory Requirement 6: Describe your primary partnership with an institution of higher education (IHE) and address all of the items outlined in the statutory requirements (curriculum alignment, instructional materials, instructional calendar, etc.). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently, the **Laredo ISD Sabas Perez School for Engineering** has an articulation agreement (MOU) with Laredo Community College regarding our Career Technical Education programs. Laredo Community College is a regional accredited institution recognized by the following entities:

- The Southern Association of Colleges and Schools Commission on Colleges to award associate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Laredo Community College.
- The Texas Higher Education Coordinating Board
- The Texas Education Agency
- National Accrediting Agency for Clinical Laboratory Sciences
- National League for Nursing, Accrediting Commission
- Joint Review Committee on Education in Radiologic Technology
- Commission on Accreditation in Physical Therapy Education
- Board of Nurse Examiners
- Department of State Health Service
- Texas Department of Human Services, Nurse Aide Training
- Accreditation Council for Occupational Therapy Education

The articulation agreement (MOU) with Laredo Community College outlines the post secondary training and educational opportunities provided for **Laredo ISD Sabas Perez School for Engineering** students that includes the a) curriculum alignment; b) instructional materials; c) instructional calendar; d) programs and course of study leading to certification and/or degree; e) student enrollment and attendance criteria; f) grading periods and policies on grading criteria; and g) the administering of statewide assessments.

Statutory Requirement 7: Describe your current partnership with at least one business partner and address how you fulfill the statutory requirements for students to receive work-based training or education as well as priority in interviewing. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **Laredo ISD Sabas Perez School for Engineering** has established a greater collaborative approach to Industry Cluster business partnerships and is still expanding on additional partnerships that allow our students to receive work-based training or education as well as priority in interviewing after completing certification, coursework, and internship programs with our current business partners.

Currently, our industry partners (Quality Air and Electrical, Airgas, and Laredo Discount Metals, and Clark Hardware and Plumbing Supplies) assists with curriculum development to support relevant and frequent industry experiences for students participating in our **School for Engineering** receiving valuable skills in internship positions with our current business partnership. For example, Laredo Discount Metals manufactures and carries many different types of metal products and even manufacturers metal products for customer needs.

Our student interns that have completed their welding certifications go and complete their last course with an internship as part of their curriculum to complete the final phase of their certification. The business partner (Laredo Discount Metals) will typically offer that student at least a part-time positions or help seek out employment with the customers they serve. A student is assigned a mentor while completing their internship requirement and in some cases students are given a mentor that is a previous graduate of the program meaning they are well aware of what the students opportunities are and what to expect while in the program from personal experiences.

All industry partnerships under the (P-TECH) and (ICIA) will enter into MOU's with our business partners ensuring our business partners provide all participating students access to educational and work-based training programs for every grade level and that our students receive first priority in interviewing for positions in which our students are qualified for that will be available upon the student's completion of program requirements.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

Statutory Requirement 8: Describe current workforce needs in the applicant's area and how the applicant works as a collaborative team with the regional workforce development board and the IHE to define the regional needs and provide a structured path to certifications and associate degrees to fill the local workforce needs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Sabas Perez School for Engineering leadership Team has opted to implement and develop data driven strategies based on the local, regional, and state occupational trends to target high-growth, high-demand, high-wage and emerging occupations creating **Industry Clusters** that are critical to the state, regional, and local economies in partnership with the local Texas Workforce Commission to enhance our existing dual-credit, AP, certification, and degree plan career pathways and to create new Industry Clusters in emerging local high-growth, high-demand, high-wage and emerging occupations for many new areas of in Construction Trades under **(P-TECH) and (ICIA)**.

The current workforce needs in the South Texas border area is being addressed with a collaborative team effort with our local and regional workforce development board and Laredo Community College to define the regional needs and provide a structured path to certifications and associate degrees to fill high-growth, high-demand, high-wage and emerging occupation workforce needs.

The Industry Clusters that this funding will target under **(P-TECH) and (ICIA)** include the following: Occupation SOC code **Electrician (47-2110), Plumber (47-2150), Plumbers, Pipefitters, and Steamfitters (47-2152), Carpenters (47-2030), Welders, Cutters, Solderers, and Brazers (47-2152), First-Line Supervisors of Construction Trades and Extraction Workers (47-1011), and Structural Iron and Steel Workers (47-2220), HVAC (49-9021), and Construction Trades (47-1011).**

The Sabas Perez School for Engineering leadership Team searched the local, regional, and state occupational trends data from texascareercheck.com to identify current high-growth, high-demand, high-wage and emerging occupation and their related programs of study in partnership with the local workforce development board and Laredo community college to formulate and create our **Industry Clusters**.

Statutory Requirement 9: Describe how the applicant ensures that P-TECH or ICIA (or similar) students are entitled to the benefits of the FSP in proportion to the amount of time spent by the student on high school courses while completing the course of study established by the applicable IHE or Business Partner MOUs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sabas Perez School for Engineering leadership Team has identified that students are receiving benefits they are entitled to under the Foundation Schools Program (FSP) proportionately to the amount of time the students spend in high school courses while completing their program of study as identified in the articulated (MOU) with Laredo Community College and those employer partners (MOU) for the purpose of the P-TECH) and (ICIA) statutory requirements.

Sabas Perez School for Engineering ensures our existing dual-credit, AP, certification, and degree plan career pathways allow students to receive the benefits they are entitled to under the Foundation Schools Program (FSP) proportionately to the amount of time the students spend in high school courses mainly because their high school course work is correlated with dual-credit as to apply to their high school graduation requirement while providing them credit toward a certification or degree.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 240901

Amendment # (for amendments only):

TEA Program Requirement 1: Please describe how you currently identify needs, create action plans, and engage in a process of continuous improvement for the P-TECH or ICIA (or similar) program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To meet the challenges of hiring skilled employees needed to fill advanced level and related position in Science, Technology, Engineering, and Math occupations, the **Sabas Perez School for Engineering Leadership Team** researched the local, regional, and state occupational trends data from texascareercheck.com to identify current high-growth, high-demand, high-wage, emerging occupations and their related programs of study in partnership with the local Texas Workforce Development Board and Laredo Community College to formulate and create proposed plan for **(P-TECH) and (ICIA)**.

The **Sabas Perez School for Engineering** has opted to implement and develop data driven strategies based on the local, regional, and state occupational trends to target high-growth, high-demand and high-wage and emerging occupations by indentifying and planning to create an **Industry Cluster Innovation Academy (ICIA)** along with collaboration to design and implement **Pathways in Technology Early College High School (P-TECH)** that are critical to the state, regional, and local economies in partnership with the local Texas Workforce Commission, Laredo Community College and Business Partnerships to enhance our existing dual-credit, AP, industry certification, and degree offerings to build capacity for existing industry clusters and create new pathways in emerging local high-growth, high-demand and high-wage occupations for plumbing and expand the industry clusters in our construction trades.

The **Sabas Perez School for Engineering Leadership Team** using the **(P-TECH) and (ICIA)** Blueprint will begin a) the process of engaging in assessing the current state of the current program as compared to the blueprint benchmarks; b) initiate a comprehensive program needs assessment; c) Develop and action plan that incorporates the assessment of current programs and the comprehensive program needs assessment; d) Beginning the school year 2018-2019 implement the actions plan; and e) repeat the process for the 2019-2020 school year.

Following the **(P-TECH) and (ICIA)** Blueprint the **Sabas Perez School for Engineering Leadership Team** will build organization capacity, increase business partnership involvement, and increase the number of student support services needed to engage students in this opportunity to target high-growth, high-demand and high-wage and emerging occupations. The action planning will incorporate identified critical success factors (CSF's) to create situational awareness in key areas for targeted growth in **Industry Clusters** and will provide the specific industry cluster resources needed for students to become successful and the program to have access and availability to the latest technologies, labor markets, and career information.

These innovative practices following the **(P-TECH) and (ICIA)** Blueprint will allow for the application of the Critical Success Factors that are grounded in evidence-based research enhancing students acquisition of academic, technical skills, and acquiring knowledge in their chosen industry cluster program of study including:

- (1) Improving Academic Performance;
- (2) Increasing the Use of Quality Data to Drive Instruction;
- (3) Increasing Leadership Effectiveness;
- (4) Increasing Learning Time;
- (5) Increasing Parent/Stakeholder Involvement;
- (6) Improving School Climate; and
- (7) Increasing Teacher Quality.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

TEA Program Requirement 2: Identify the job titles who currently serve on the leadership team for the P-TECH or ICIA (or P-TECH similar) program. Describe how the current leadership team reviews agreements, monitors progress, and reviews data to problem solve and course correct. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **Sabas Perez School for Engineering Leadership Team** – will be engaged in (P-TECH) and (ICIA) model planning, monitor blueprint progress and implementation, problem solve, make course corrections, data collection, evaluation, agreement reviews, wrap-around strategies and services, and compliance of the program and statutory requirements with regards to all factors necessary to carry out the program intent. The individuals that are part of the **Sabas Perez School for Engineering Leadership Team** include:

- Assistant Superintendent for Curriculum and Instruction;
- Director for Secondary/Elementary Education;
- Deans/Instructional Specialists;
- CTE Director;
- Principal;
- Asst. Principals;
- Counselors;
- Master Teachers;
- Parent Liaison;
- Academic and Non-Academic Teachers;
- Laredo Community College liaison;
- Business industry partner liaison

TEA Program Requirement 3: Describe your current systems/programs for supporting students both academically and socially/emotionally so that they are successful in rigorous academic and work-based educational experiences. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently the **Sabas Perez School for Engineering** has an articulated (MOU) agreement with Laredo Community College in providing our students access to dual credit, advanced placement (AP) courses, certifications, degree plans, internships, externships, providing gainful employment in our local and regional area via our current business partnerships. Students are supported both academically and social/emotionally via our teacher/student mentor program, parental involvement, academic deans, guidance counselors, career counselors, and community members that strengthen our capacity to provide a nurturing environment for our students to become college and career ready. Weekly one on one interactions with guidance counselors allow our students to engage in social/emotional conversations that help our students academic and individual well-being by lending themselves to the students regularly. Each of our students are also assigned a digital device that allows them extended learning time beyond the class-room as well and allows them to also communicate more effectively with teachers, mentors, and fellow students in their areas of study.

The **Sabas Perez School for Engineering** collaborating with the **Leadership Team** will develop wrap-around strategies and services by engaging all stakeholders including but not limited to students, parents, counselors, teachers, community members, business leaders, and district level administration that will not only strengthen the campus (P-TECH) and (ICIA) model, but will also provide strong academic and social/emotional skills for high school and for college readiness and help students become successful in rigorous academic and work-based educational experiences.

The **Industry Clusters** are designed to improve student outcomes by providing more real world and cutting edge educational/technical opportunities through this new and enhanced (P-TECH) and (ICIA) model that will excite and engage students in deeper learning and work-based experiences. The **Sabas Perez School for Engineering Leadership Team** along with key educational, and business partners will bring rigorous programs of study for high-growth, high-demand and high-wage and emerging occupations through expanded dual credit, advanced placement (AP) courses, certifications, degree plans, internships, externships, providing gainful employment in our local and regional area via our business partnerships.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 240901

Amendment # (for amendments only):

TEA Program Requirement 4: Describe how you meet each of the participant requirements outlined in the grant specific requirements of this RFA (located on page 16 of the Program Guidelines). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **Sabas Perez School for Engineering** already serves students grades 9-12 and has been implementing a career cluster program similar to that of the **(P-TECH) and (ICIA)** model blueprint and the Texas Early Collee High School Blueprint that has allowed our students to earn industry certifications in every grade level and participate in our programs that have created seamless educational transitions to higher education attainment or jobs in our current local, regional, and state industry clusters. The **Sabas Perez School for Engineering** has already had an articulated (MOU) with our local community college offering dual credit, AP, certification programs, and degrees for our students involved in our programs and has established written agreements with local business partners. The **Sabas Perez School for Engineering** has never received a Industry Cluster Innovative Academy Grant.

TEA Program Requirement 5: Describe your current process for Texas Success Initiative (TSI) testing students, how often students are tested, where they test, and how the data is used to benefit students. If you are not currently a TSI testing site, describe how you will become a TSI testing site for the 2019–2020 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **Sabas Perez School for Engineering** is currently in the process of securing an assessment site designation for the Texas Success Initiative (TSI), but as always worked with Laredo Community College to offer the TSI to students in order to prepare them for dual-credit courses under the articulated agreement (MOU) as part of their course offerings toward certification or associate degrees under the Texas Early Collee High School Blueprint. With the planning and implementation of this **(P-TECH) and (ICIA)** model blueprint and current efforts to secure the TSI assessment site for the **Sabas Perez School for Engineering**. The goal of this **(P-TECH) and (ICIA)** model blueprint is to ensure that all students enrolled in our programs begin college course work based on their TSI performance and to allow for frequent testing and access to the raw data for course corrections that identify areas of student difficulty and provides opportunities for response to Intervention strategies and tailored instructional plans that will improve on students ability for college and career readinss success.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 240901		Amendment number (for amendments only):		
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 240901

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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